

Sustainable Practices in Mentoring: Tools to Support Child Outcomes and a Mentoring Protocol in Early Language and Literacy

Journal:	<i>NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field</i>
Manuscript ID:	11-148.R1
Manuscript Type:	Research-to-Practice Article
Keywords:	Early Intervention Policy, Literacy, Methods/Measures Development

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“The bottom line is that if we don’t get dramatically more children on track as proficient readers, the United States will lose a growing and essential proportion of its human capital to poverty, and the price will be paid not only by individual children and families, but by the entire country” (Learning to Read: Early Warning! Why Reading by the End of Third Grade Matters, 2010, p. 7).

This warning issued by the Annie E. Case Foundation details how America’s children, especially those living in low-income, urban communities, fail to meet 4th grade reading benchmarks.

Research states that there is a direct and negative relationship between this single marker in young children’s academic careers and their ability to graduate from high school, to secure a job, to become productive, tax-paying citizens; in fact, to ever end the cycle of poverty (Snow et al., 1998). The National Assessment of Educational Progress scores (NAEP, 2009) demonstrates an astounding 83% of low-income students who attend high-poverty schools fail to meet *proficient* standards, and only half (51%) of those students achieve a *basic* score. (Kids Count, 2010)

These 4th grade outcomes are but a symptom of the complicated effects of intergenerational poverty, low performing schools, chronic absence, etc. But when strategic investments are made in early education, positive impacts can be made on children’s learning (Dickinson & Tabors, 2002; Barnett, 2004; Raudenbush, 2009). This investment can be a way to both *increase* teacher quality in early learning environments; as well as prove to be a powerful equalizer by *decreasing* the glaring ethnic and racial gaps in children’s school readiness (Brooks-Gunn, 2005, Raudenbush, 2009).

The No Child Left Behind Act (NCLB 2001) provided such strategic investments. Enacted to “close the achievement gap with accountability, flexibility, and choice, so that no child is left behind” (NCLB 2001), the U.S. Department of Education funded a portfolio of formula and discretionary grants aimed at supporting young children’s school readiness, especially those living in high-poverty communities. This article will examine two of its programs, Early

Reading First (ERF) funded through Title 1 (Improving the Academic Achievement of the Disadvantaged) and the Early Childhood Educator Professional Development (ECEPD) grant funded through Title II (Preparing, Training, and Recruiting High Quality Teachers and Principals). We will view these programs through the efforts of Ready to Learn Providence (R2LP), a school-readiness initiative and program of The Providence Plan – a nonprofit working to improve the social and economic well-being of residents in Providence and across Rhode Island.

Since its inception in 2002, R2LP's work has focused on three areas: advancing children's early literacy skills; enhancing the quality of early education through professional development for early childhood practitioners; and implementing transition-to-kindergarten activities that bridge the gap between early education and public school. Through extensive partnerships, R2LP has mobilized a community of over 3,000 - the largest constituency in the state devoted to the issue of school readiness. To date, R2LP has made targeted investments in the professional development of over 1,700 early childhood educators who have participated in 110,000 hours of college-level coursework and hands-on mentoring. Through this work, R2LP has impacted the lives of 12,000 children and collected empirical data showing a substantial increase in the school readiness among entering kindergarteners who participated in R2LP programming. Throughout these activities, R2LP has put low-income families first and strengthened the level of collaboration between families, educators, and the community. Overall, the work has had a consistent and dual focus – to make sure that children are ready for school and to make sure that schools are ready for children.

This article will focus on R2LP's efforts to improve the early language and literacy opportunities for preschool children in three urban communities in Rhode Island: Providence, Pawtucket, and

Central Falls; and specifically the project-designed tools that were used to influence its intervention, monitor its impact on children's learning, as well as measure the project's fidelity of implementation. To guide the reader this article will provide research to inform the effects of a mentoring professional development model to improve classroom practices, situate the respective projects, and focus on the mentor protocols utilized to transform educational theory into classroom practice. This article will also examine the quantitative and qualitative data collected - specific to each project - and how this information was analyzed and disseminated. We will conclude by presenting implications for future professional development projects, specifically in the use of mentors to bridge the transformation between teacher knowledge and classroom practice; as well as considerations about the collection, analysis, and the use of data to inform and promote positive change in early learning environments and prepare all children for academic success.

Research on Mentoring to Improve Teacher Quality

Mentoring from a business perspective has long been regarded as a process to retain employees and develop leadership (Ochwari & Keengwe, 2008). Similarly, these same benefits can be seen in teacher education programs, particularly early childhood education, as "mentoring provides a means for teachers to enhance their skills" (Ochwari et al., 2008, p. 20). Research demonstrates that mentors can have statistically significant impact on classroom practices in early language and literacy development. (Vukelich, et al., 2009; Biancarosa, Bryk, & Dexter, 2010). And when teachers are provided with on-site mentoring, consultation, and technical assistance, outcomes are linked to better teaching practices and learning environments for young children (Ackerman, 2004; Neuman & Cunningham, 2008; Stanulis & Floden, 2009).

Mentoring can also be a viable tool to accelerate the education reform process (Washington et al., 2009; Maynard and Furlong, 1993), be an effective way to train teachers to adopt new practices (Weaver, 2004), and make professional development available to teachers on a continual basis. Through mentoring a learning opportunity is created “in which an experienced colleague, the mentor, socializes the learner or protégé to the larger context of an organization, profession, or industry” (Sisakhti 1998, p. 57). The theoretical framework is based on Vygotsky’s Zone of Proximal Development (Vygotsky 1978), teacher and literacy mentor co-create understanding and knowledge of educational theory, and then transform that knowledge into classroom practice.

Early childhood education researchers and preschool practitioners continue to link professional development with improved program quality, changes in practitioner skills and knowledge, and enhanced child outcomes. Current approaches to ECE professional development propose that projects are most effective when new ideas and practices are linked to the particular ECE setting and to the practitioner’s specific needs (Grace, Bordelon, Cooper, & Kazelskis, 2008). There is an emerging body of evidence that professional development can be effective if it is tied to specific content, aligned with the curriculum and standards used in the setting, and if it includes coaching or mentoring on how to apply specific practices (Frank Porter Graham Child Development Institute, 2008). The inclusion of mentoring in professional development programs is supported by research demonstrating that training and education interventions that include mentoring can have a greater impact on teacher behavior and on child outcomes than the training/education component alone (Weber & Trauten, 2008).

In a recent study, home-based and center-based practitioners who participated in either a professional development course alone or in the control-group of no intervention, scored

significantly lower on the quality of their language and literacy practices than the treatment group that received the credit-bearing course *and* ongoing mentoring support. It was the work of the mentors that made a positive contribution to scores from classroom environment assessments (Neuman & Cunningham, 2009).

The next sections will provide insight regarding the interventions and tools used in two federally-funded projects and their influence on mentoring practices.

Early Reading First: Policy and Goals

With an overwhelming body of evidence from the field indicating that early exposure to oral language and literacy skills places young children at an advantage for later reading achievement (Snow, Burns, & Griffin, 1998; Justice & Vukelich, 2008) policymakers have responded by instituting new initiatives that change instructional practices in early childhood programs (Mashburn, 2008). Under George W. Bush's administration the "Good Start, Grow Smart" initiative was implemented and Early Reading First (ERF) was one program designed to "transform existing early education programs into centers of excellence" by providing high-quality, early education to young children, especially those from low-income families.

The overall purpose of the Early Reading First program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success" (USDOE, ERF). Programs awarded this discretionary competitive grant must, (a) provide high-quality oral language and literacy-rich environments, (b) provide professional development to staff that is based on research knowledge of early language and reading development, (c) identify and provide activities and instructional materials based on research to develop children's language, cognitive, and early reading skills, (d) use

screening assessments to determine whether young children are developing the cognitive skills they need for later reading success, and (e) integrate these materials, activities, tools, and measures into preschool programs.

Overview of an ERF Demonstration Project

In this section we will describe the context of the project, the collaborating programs, and the professional development model implemented to influence positive literacy outcomes for children. We will then focus on the use of child-level quantitative data, how information was presented to teachers and families, and its ultimate use to influence professional development and teacher practice.

Twelve classrooms situated in three educational settings: Head Start, public preschool inclusion environments, and community-based classrooms, took part in this 4-year ERF project (2004-08). All programs were located in low-income neighborhoods and the children and families reflected the growing immigrant population from Central America, the Caribbean, and West Africa. Between 2006 and 2008, local and national figures look very similar regarding the number of children under age six who lived below the poverty threshold, at 19% and 21%, respectfully. And local demographics indicated that almost half (45%) of these children lived in extreme poverty (KIDS COUNT Factbook, 2008). With evidence that poverty is a reliable predictor of children's readiness for school (Snow, 2001; Duncan & Magnuson, 2003), only 29% of incoming kindergarten students in this urban district achieved benchmarks in measures of literacy indicators (PPSD, 2009 DIBELS).

The project selected Scholastic's Building Language for Literacy (BLL) authored by Dr. Susan Neuman and Dr. Catherine Snow, as the research-based classroom curriculum proven effective

in increasing children's language development (LAUSD, 2001). Monthly professional development sessions were facilitated by the project's Director and two Literacy Coaches. Each session followed an anticipated protocol of: review of Action Plans, providing teachers an opportunity to share literacy activities and informal assessment data collected during the previous month; a presentation of BLL curriculum themes; as well as professional development based on reading research to encourage children's oral language development, alphabet knowledge, phonological awareness, and concepts of print.

Concepts learned during professional development were then supported by onsite Early Literacy Mentors assigned to each ERF site. Mentors were charged with providing 3 hours of classroom support weekly with each teacher in their program. Working alongside classroom teachers, mentors modeled and implemented early literacy activities, co-planned curriculum, and created professional relationships with teachers, administrators, children, and their families.

The Use of Child-level Data through Personal Literacy Plans (PLPs)

Children's language and literacy learning was assessed each fall and spring. The *Peabody Picture Vocabulary Test* (PPVT-III; Dunn & Dunn, 1997) was used to capture children's receptive language development and the *Phonological Awareness Literacy Screening* (PALS-PreK; Invernizzi, Meier, Swank, and Juel, 1998) assessed children's name writing, letter recognition, letter sounds, beginning sounds, rhyming, and their understanding of books and reading conventions. Data were initially shared with project personnel in an Excel format, a series of numbers providing the only insight for each subtest of the literacy assessments. Professional development sessions and onsite mentoring devoted a great deal of time to understanding and then utilizing data in this format to inform teacher practice.

In April 2005, the project developed *Personal Literacy Plans* (PLPs), an individualized format for child-level data to share with teachers, administrators, and families. This literacy tool was recognized by the U.S. Department of Education's *Doing What Works*, a clearinghouse program to disseminate research-based classroom practices. This passage taken from the transcript on the DWW website describes the rationale for the development of PLPs:

Personal Literacy Plans, or PLPs, were developed to satisfy two purposes. The first purpose was to assist teachers in their understanding of data created from formal assessments. When scores from PALS Pre-K and PPVT were initially shared with teachers, the results were not readily understood. So we developed a plan to separate each child's score as it pertains to sections of these formal assessments. Now teachers could identify individual literacy-related trends in their classrooms and plan for them.

The second purpose was to guide teachers in monitoring students' progress. Using the PLP, teachers could now track not only how many letters a child recognized, but also which letters. The lesson planning became more specific and, therefore, more useful to the child's learning. PLPs aren't an assessment tool, but a tool to support progress monitoring...they help to streamline teachers' efforts when planning for literacy instruction. And they also help with differentiation of activities for classrooms (DWW, Zoll 2007).

Appendix A provides an example of a child's PLP illustrating how assessment data were presented in a user-friendly way demonstrating the individual progress of children's early literacy development. With each sub-test score displayed both graphically and numerically, teachers could now see not only how many upper case letters a child could recognize, but which ones and most importantly, those letters that were left for a child to learn. The same process was true of lower case letters and letter sounds. This information encouraged teachers to plan an individualized literacy curriculum with specific goals for each child, moving away from the less-effective traditional "letter of the week" classroom practice. Together, teachers and mentors efficiently planned intentional small group and one-on-one learning activities for all children. PLPs were considered working documents and included notes provided by teachers and ERF staff describing activities that were implemented, as well as children's work samples. The tool

became the foundation of our mentoring efforts in all ERF classrooms and throughout our subsequent Early Reading First awards (USDOE 2004, 2006, 2009). Additional information regarding this project's Personal Literacy Plans can be found on the U.S. Department of Education's *Doing What Works* (DWW) website: <http://dww.ed.gov/arra/?aID=1&cID=2&l=2&fm=333#>.

This tool also allowed teachers to provide parents with a more detailed picture of children's literacy development. Feedback from family conferences informed the project that scores graphed over time provided a simplified understanding of assessment scores. When scores were graphed in this way, children's learning became obvious to families by the upward trajectory of the pre- and post-test scores over time. Dialogue between teachers, ERF mentors, and families, using information learned from the PLPs also encouraged home-school connections and supported children's literacy learning at home.

Early Childhood Educator Professional Development: A Randomized-Control Research Project

In an era of states adopting quality rating systems and high-stakes assessment of preschool quality (Dickinson, 2006; Barnett, 2004), the field has begun to push for four-year degrees with specialized training teaching young children. But the reality of the early childhood education system is that less than half of the lead teachers working with 3 and 4 year children have a four-year degree (Saluja et al. 2002). Since the quality of staff working with children in programs has a major impact on the quality of education, care, and early learning experiences of children (Barnett, 2004), there is an urgency in not just supporting, but of improving the early childhood professional development system.

In 2006, an Early Childhood Educator's Professional Development (ECEPD) grant was awarded by the U.S. Department of Education. The project represents a three year research study to test

the effectiveness of providing early childhood professionals in urban core communities with an intensive year-long intervention. The intervention's goal was to enhance early childhood educators' classroom literacy practices and to, in turn, impact the literacy development of the children in their care. Teachers and students recruited for this project lived and worked in neighborhoods identified as some of the most socioeconomically distressed within the State.

During the 2007-08 academic year, 224 early childhood teachers from three educational settings (Head Start, community-based classrooms, and family child care homes) were recruited and randomly assigned to one of two groups (treatment or control). The treatment group attended two 15-week courses and received six 3-hour, on-site mentor visits to support changes to teachers' literacy practices. The control group received no intervention from ECEPD staff, with the promise of enrolling in the intervention during the 2008-09 academic year.

The two 45-hour literacy courses, the first a video-based intervention *Heads Up! Reading* (HUR), developed by the National Head Start Association; followed by the *Early Literacy Curriculum for Young Children* (ELC) designed around Pearson's *Opening the World of Learning* (OWL) curriculum, enabled teachers to earn 6 undergraduate or graduate credits. Both courses were delivered in either English or Spanish to meet the needs of all participants. Similar to the ERF professional development model, a key element in realizing the implementation of theory, were the six onsite mentor visits providing 18 hours of individualized, in-classroom professional development.

Classroom-level Data: Quantifying Qualitative Mentor Data

Fourteen Literacy Mentors recruited for the ECEPD project represented diverse cultures, language backgrounds, and professional experiences that included a deep understanding of

preschool classrooms and previous experience in mentoring. Classroom data collected by ECEPD Mentors ensured that all educators received similar information in courses, as well as during on-site mentoring visits. A reporting instrument developed by the project, the *Mentor Visit Summary*, tracked the literacy content and mentoring process of each mentor visit.

Initial paper & pencil versions of the *Mentor Visit* form recorded time spent within a project-developed mentoring protocol of *Relationship Building*, *Early Literacy Planning*, *Observation*, *Observation Feedback*, *Implementation / Demonstration*, and *Reflection*. Each of the six ECEPD Mentor Visits also aligned with literacy theory and skills that were concurrently covered in coursework and mentors were asked to focus on specific literacy skills for each of the six visits.

Classroom Visit

- #1 – HUR
- #2 – HUR
- #3 – HUR
- #4 – ELC
- #5 – ELC
- #6 – ELC

Early Literacy Goals

- Learning Environments, Books, Environmental Print
- Concepts of Print, Alphabet Knowledge, Writing
- Oral Language, Vocabulary, and Phonological Awareness
- Home/Program Connection and English Language Learners
- Curriculum Implementation / Assessment
- Final Visit, Curriculum Implementation / Assessment, Final Project

In the second year of the project, an online format was developed to increase access by literacy mentors and to expedite data for analysis (See Appendix B). The online tool continued to capture the same qualitative details of mentor visits in all classroom environments.

Qualitative data provided from mentors’ field notes were coded by the project’s Data Specialist, allowing the project to track and analyze time spent in the ECEPD mentoring protocol, as well as areas of literacy instruction discussed between the ECEPD mentor and the classroom teacher.

This data provided enhanced classroom descriptions that supplemented data from formal assessments used in the project.

By tracking time spent in each of the areas of the ECEPD mentoring protocol, *Mentor Visit Summaries* allowed the project to see nuances in mentoring by classroom setting. Mentors assigned to Head Start classrooms recorded an average of 125 minutes (a range of 114 minutes to 148 minutes) within some aspect of the mentoring protocol. Mentors in this setting consistently recorded the greatest time spent with teachers in *Early Literacy Planning*, *Observation*, or *Observation Feedback* in the prescribed protocol. While mentors assigned to home care setting documented a longer average visit time of 135 minutes actively involved in the mentoring protocol (with a range of 127 minutes to 144 minutes) with the greatest amount of time devoted to *Implementation / Demonstration* and *Relationship Building* (see Appendix C). This data reflected the need for individualized mentoring in each of the respective classroom types. It also informed the project of mentors strengths, as well as areas in need of additional staff professional development.

The data also provided evidence of fidelity to the professional development model illustrated by frequency of occurrence of Early Literacy Goals associated with each classroom visit and time recorded by mentors in each of the Early Literacy Content areas. Whether working in Head Start classrooms, community based centers, or family child care settings, mentors consistently spent the greatest time in the prescribed Literacy Goals across all visits. As an example, the Literacy Goals associated with the first Mentor Visit (HUR1) are: Books, Environmental Print, and Learning Environments (See Appendix D). Analysis of the Mentor Code *Observation* in this visit demonstrates that mentors recorded the greatest percentage of time in the Early Literacy Content Codes: Books (87.6%), Environmental Print (82.0%), and Learning Environments (83.1%) the very goals assigned to the first Mentor Visit. The remaining time, varying from 22.5% to 51.7%

of the mentor visit, were distributed among the remaining Early Literacy Content Codes. (See Appendix E).

This same information could also be viewed by classroom type: Head Start, community based classrooms, or family child care providers learning environments; as well as identify frequency of literacy and mentor codes that provided an even richer picture of how mentors spend their times in classrooms.

An inference to effective mentoring could be made that the data demonstrates the need for individualization of mentoring relationships, while still accomplishing the mentoring agenda and project goals. This tool continues to inform the most recent ERF project (2009). Using an RTI model, additional analysis will triangulate data sources: child (PPVT, PALS, TOPEL), classroom (ELLCO, CLASS), and mentor (project-designed online form) to identify specific learning needs of children and professional development requirements for teachers and mentoring staff.

Implications for the Field: Use of Data

The Child Care Policy Research Consortium, an alliance of ECE stakeholders, has asked, “What are the features of on-site consultation that are important to its effectiveness?” (Zaslow et al., 2005). While professional development programs can determine the effectiveness of a project based upon increases in classroom environments and child-level outcomes, it is difficult to determine specific elements of the model that contributed to the project’s success. In this article we have proposed reporting requirements beyond the often-cited measurements of ECE professional development: number of hours in course work, number of hours in mentoring, or number of college credits earned (Zaslow, Halle, McNamara, Weinstein, & Dent, 2005). Though important in describing details of the project, these measurements do not distinguish

what made a program effective. Federal and state projects can contribute to the literature by requiring project staff to describe the content and process of mentoring in greater detail.

Projects can begin by outlining a cycle of mentoring responsibilities expected for each visit.

Detailed expectations on what the mentoring process will entail helps put teachers at ease and allows mentors to plan their time in classrooms. Because all mentors will be following a similar sequence of tasks, regardless of setting, the data collected allows mentors to review and share their experiences for mutual support. Project managers can also use data to look across a project to determine how best to improve mentor practice – should efforts be concentrated in a particular area of early literacy development or in a particular cycle of the mentoring protocol.

Finally, when projects collect their own data they can modify their work to fit the particular needs of their early childhood community. Often state and federal projects do not collect data that differentiates the needs of self-employed home care providers from those of educators working in regulated, center-based programs. In a survey of ECE experiences among center directors, home care providers, and center-based teachers, home care providers had on average over one-third more years in the field than center-based teachers (Gable & Halliburton, 2003). Of this group, nearly 50% had only high school training and no relevant training in child development or ECE. When offered access to low cost and conveniently scheduled experiences, professional development could become a routine practice for the home-based group of ECE colleagues.

Anecdotal information provided by ECEPD mentors parallels data collected in family child care homes – mentoring in home settings requires mentoring skills that are different from those needed in community-based classrooms. It is reasonable to assume that some ECE topics and

pedagogy will require more attention than others in a home setting. The absence of data that distinguishes professional development needs across all learning environments preschool children are cared in, fails to advance quality across the entire early childhood field.

Conclusion

Research and experience have demonstrated that the use of mentoring is an integral component of early childhood educators' professional development. Mentoring provides the link between pedagogical theory learned in college courses with the implementation of "lessons learned" to enhance both classroom practices and children's learning outcomes. Yet, hidden within the model of mentoring are still many concepts to capture and analyze. Additional studies should explore the qualitative aspects of the mentor-teacher relationship. How time spent with educators who feel less committed to project goals differs from time spent with teachers who are committed to self-reflection and change. Another question still left to answer is the adequate *dosage* of mentoring in a professional development model. If six visits is perhaps not enough to impact child-level outcomes, how many will help to ensure each child's success?

As the purpose of this article is to provide insight into project-inspired tools used to inform the mentoring process, findings are not detailed. The author, however, would like to state that though each intervention had differing amounts of *depth*, *dosage*, and *duration*, statistical significance was achieved in classroom practices in the research project (ECEPD, 2006), and both child and classroom-level data recorded statistical significance in the demonstration project (ERF, 2004). Of particular note is the vast difference in hours allocated to mentoring in each project yearly, with a dosage of 18 hours in the research project (ECEPD, 2006) and 134 hours devoted to the demonstration project (ERF, 2004).

The amount of time mentors spend visiting learning environments is not difficult data to collect. More challenging is developing a data collection strategy that yields information on what it is that mentors do during visits and specific content that is covered. By triangulating data: time recorded within a specific mentor protocol, along with professional development topics or course content, with outcomes from formal assessment tools – planned interventions will effectively and efficiently utilize mentors dispersed across varied early childhood educational settings, as well as inform mid-course corrections to provide the greatest impact on children's learning outcomes.

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For Peer Review

RA
Y

Student Name Here

Personal Literacy Plan

Date of Birth

Center or School / Teacher Name

Home School Connection

Do you have regularly planned communication with families? Do you create a newsletter for parents? Do you provide literacy related at-home activities? Include samples.

Communication with parents:

Phone call

Note home

Informal conference

Formal conference

Date

Date

Suggestions for possible parent and child activities:

Homework

Read together

Reread favorite books

Discuss books

Encourage your child to read and reread books

Keep a list of books read together

Take your child to the library

Other (specify)

Section I: Name Writing

Points Possible: 7

Fa2006: 7

Sp2006: 7

Fa2005: 6

Name Writing Scores

7

6

5

4

3

2

1

0

Fa2006

Sp2006

Fa2006

Activities to support name writing include writing samples and date samples.

Section II A-B: Upper and Lower Case Alphabet

Points Possible: 26

Fa2006: 26

Sp2006: 26

Fa2005: 26

Upper and Lower Case Alphabet Recognition

26

25

24

23

22

21

20

19

18

17

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

0

Fa2006

Sp2006

Fa2006

Activities to support upper and lower case alphabet recognition include informal assessments of child's letter recognition. Refer to alphabet charts below to mark letters that have been introduced (presented) to child and letters that child knows (mastered).

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

P M

a b c d e f g h i j k l m n o p q r s t u v w x y z

P M

Section II C: Letter Sounds

Points Possible: 21

Fa2006: 11

Sp2006: 4

Fa2005: 0

Letter Sounds

21

20

19

18

17

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

0

Fa2006

Sp2006

Fa2006

Activities to support letter sound recognition include...

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

P M

a b c d e f g h i j k l m n o p q r s t u v w x y z

P M

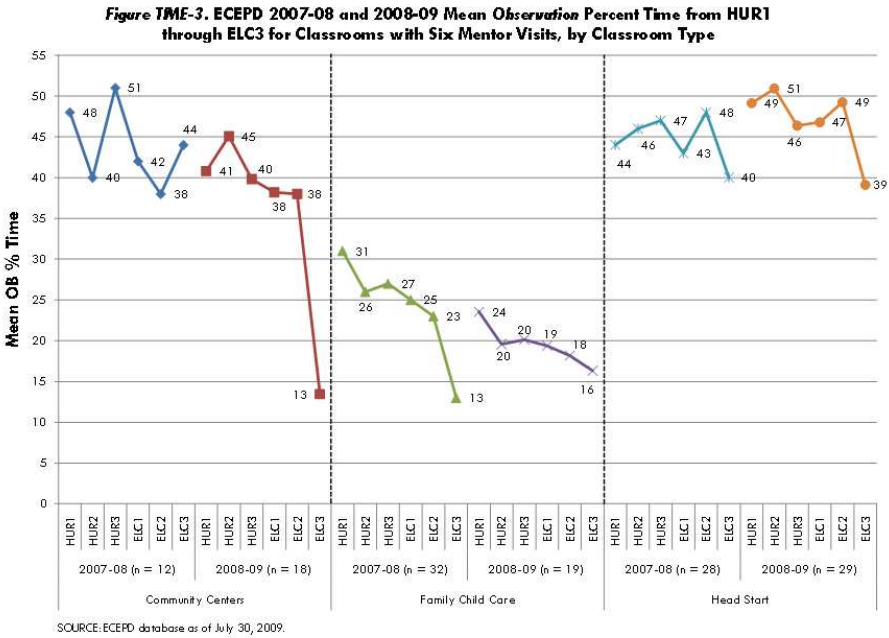
P = Presented

M = Mastered

Appendix A - ERF Personal Literacy Plan
254x190mm (96 x 96 DPI)

Mentor Visit Report	
Generated at 4/21/2010 12:07:34 PM	
Introductory Information	
Mentor Name:	Coustan, Terri
Lead Participant Name:	Braz, Tracy
Visit Number:	1
Visit Code:	Visit 1
Last Save Date:	12/20/2009 8:08:18 AM
Center Name:	
Visit Date:	12/17/2009
Other Adults Present:	
Primary Languages Spoken:	English
Children Present:	Boys - 11, Girls - 6
AC Member Name:	NOT APPLICABLE
Lead Participant Present?	Present
AC Member Present?	Not Applicable
Is this a Head Start classroom?	Yes
Notable Conditions	
e.g. Staff (changes, turnover, shortages); Children (changes, illness, change in routines); Other (personal health, work load, resource availability, weather, environmental challenges)	
Tracey has a new assistant teacher. There are two classrooms in the morning at Varone. The teacher in the adjoining classroom attended HUR and the curriculum course. The two teachers work well together and often join their classrooms for special events.	
Based on Tracey's request, I presented a lesson about Beta fish. The children were seated in a circle and ready for the topic. We looked at a wooden fish, named the parts of the fish, shared background knowledge about fish, read a book about fish "Goldfish" and looked at photo from National Geographic, saw fish pictures, and named the class pet Beta. We ended by reviewing all the things we learned about fish.	
Visit Summary	
(only comment on issues that can be addressed)	
Observed: Describe the environment	
There is a warm and friendly feeling about the room. The wall are filled with children's work. The housekeeping corner has a picture display of families. The children are comfortable with the routines and help each other. The younger children are protected and aided by the older children.	
Observed: Describe your observations based upon the literacy goals of the visit	
Books-There are books in every area. The books are both fiction and non fiction. There are many books that are used to accompany games/Three Little Pigs.	
Learning Environment-Children art work posted on the wall is laced together forming a quilt. The daily chart has photos. There is a bar chart of the number of people in the family. The room has a computer and a electronic piano. Materials in each area are rotated frequently.	

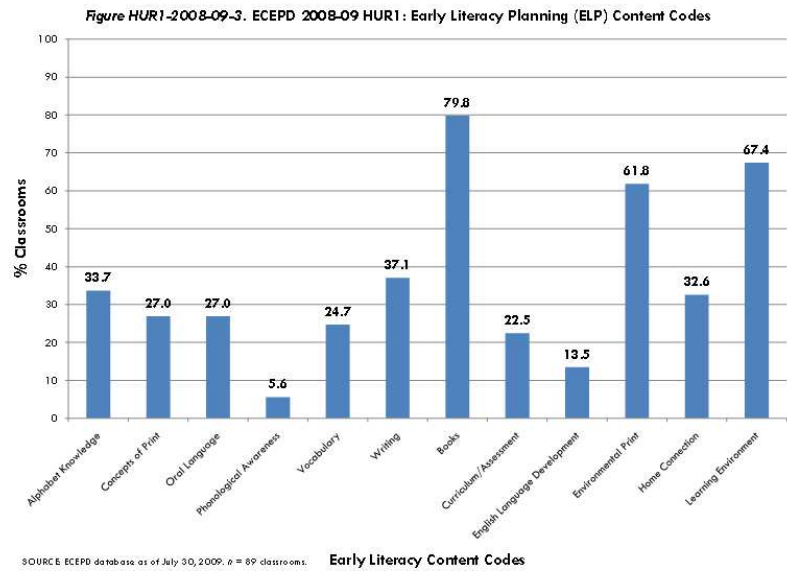
Appendix B - ECEPD online Mentor Form
254x190mm (96 x 96 DPI)



Appendix C - ECEPD Mentor time spent in Observation
254x190mm (96 x 96 DPI)

Mentoring Visit #1	
Literacy Goals: Learning Environment (LE), Books (B), Environmental Print (EP)	
Learning Environment (LE) A space, indoors or outdoors, that is planned and prepared for children to support their learning and development.	<ul style="list-style-type: none"> • A room or area that supports children's literacy learning • Area and objects labeled with pictures and words • Comfortable places for children to read (reading corner or library area) • Books <ul style="list-style-type: none"> ◦ Placed on open shelves ◦ Rotated and refreshed throughout the year ◦ Connected to children's learning placed around the room • Schedule of the day (with words and pictures) • Photos of children with their families and at play • Children's artwork displayed <ul style="list-style-type: none"> ◦ Captions of child's description telling about their work • Word walls • Q&A with words that are meaningful to children
Books (B) Practitioners understand that there are many different types of books to share with children: story books, fact books, board books, alphabet books, wordless books, multicultural, etc.	<ul style="list-style-type: none"> • Books are used in a variety of ways: <ul style="list-style-type: none"> ◦ Read to children one-on-one ◦ Read to children in a small group • Encourage families to read to their child at home, in their home language. • Encourage children to select their own books • Encourage children to become active participants during storytime • Using books with children's activities to increase children's understanding and background knowledge
Environmental Print (EP) Environmental Print is the purposeful print (the words) and pictures practitioners add to the environment to support children's literacy learning.	<ul style="list-style-type: none"> • Labeling area and objects with words and pictures • Writing and displaying children's names • Alphabet charts • Classroom theme topic words • Job charts • Classroom rules role or in/out charts • Home and classroom playing full group discussion

Appendix D - ECEPD Literacy Goals Mentor Visit 1 (HUR1)
254x190mm (96 x 96 DPI)



Appendix E - ECEPD Visit 1 Summary
254x190mm (96 x 96 DPI)